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ABSTRACT

This participant's manual is part of a set of training materials developed to help vocational rehabilitation workers improve their basic helping skills. It contains reading materials to assist trainees in developing a clear concept of the helping model and self-critiquing exercises to help them integrate their new skills into particular work settings. Part 1 contains the self-critiquing exercises with directions for tape recording one's responses on the facilitation scale and plotting them on the facilitation graph. Forms are provided for rating the client's responses on self-directive behavior, self-revealing behavior, and internalization/externalization of behavior. Part 2 is a review of the facilitative conditions essential for helping. It defines empathy, respect, genuineness, self-disclosure, personally relevant concreteness and specificity, immediacy of relationships, and confrontation in terms of specific helper behaviors and attitudes. Scales for measuring each of these dimensions are presented, and specific examples to illustrate high and low levels of each condition are included. Counselor/client excerpts illustrating common mistakes helpers make are appended. (YLB)

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Interpersonal Skills Training

A Follow-Up Package

by

Robert L. Akridge Bob L. Means Tim Milligan Roy C. Farley

Arkansas Rehabilitation Research and Training Center
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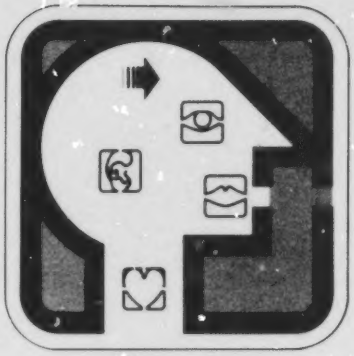

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May 1978

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Follow-Up
A Self Instructional Program

By this time in the program it is safe to assume you have made a specific personal commitment to increase your counseling skills. This part of the program is designed to help you extend the skills you have learned and to integrate these skills and concepts into your work setting.

You have begun to develop - for yourself - a clear conceptualization of how to go about helping people. And you have experienced, first-hand, that those things about yourself that you like most are often your best assets in helping others. Here are some ways to practice which will help you make these skills a genuine part of yourself.

Part I contains some self-critiquing exercises. You tape record your interaction with a sample of clients, rate your responses on the Facilitation Scale and plot them on the Facilitation Graph. You rate the Client's responses on (a) Self-directive behavior, (b) Self-revealing behavior, and (c) Internalization/externalization of behavior and plot these on the same graph.

Part II is a review of the facilitative conditions essential for helping. This is a very succinct summary with concrete and specific examples. It will help you organize your thoughts about how you go about helping a person. Now that you have developed a repertoire of facilitative skills, this section will help you identify and get rid of some of the less helpful and/or destructive behaviors.

Part I

Introduction

The primary objective of the Interpersonal Skills training is to develop your skill in facilitating the personal growth of clients. The term "personal growth" refers to the process whereby the client is moving toward being more self-directive, more open to experience as shown by his engaging in deeper levels of self-exploration, and more emotionally mature as shown by his willingness to assume responsibility for himself and his feelings, impulses, and goals.

By staying in contact with the client and providing relatively high levels of the facilitative conditions as measured by the Facilitation Scale presented below, the client will tend to move toward personal growth as measured by the three client scales: (a) Self-directive Behavior, (b) Self-revealing Behavior, and (c) Internalization/Externalization of Behavior (emotional maturity).

IPS training provides the basic skills needed to be facilitative. However, for many, these skills include a set of new learnings which are quite different from your typical mode of behaving. Therefore, unless you practice these new behaviors for a period of time, they will yield to spontaneous extinction (e.g., they will be replaced by older, more habitual responses which are incompatible). The "washout" problem is further intensified by the fact that in many work settings, there are more social forces at work which reinforce traditional response patterns than there are which reinforce the new learnings acquired through your IPS training. In order to off-set these two negative influences, the following strategy is proposed.

Step 1

Randomly select a sample of the clients from your caseload and tape record all your interactions with them (a sufficiently large sample should be selected to assure getting tapes on at least five clients).

Step 2

As soon as possible after each interview or contact, rate the first five minutes, middle five minutes, and last five minutes of your responses on the Facilitation Scale and plot the data on the Facilitation Graph. (Review the Rating Exercise starting on page 48 of the IPS Participant's Manual.)

Step 3

Using the same segments of tape as in Step 2, rate the client's responses on the Self-Directive Scale, the Self-Revealing Scale, and Internalization/Externalization Scale and plot this data on the Facilitation Graph following the color code provided. (Duplicate as many copies of the Facilitation Graph as you need.)

Step 4

Ask your supervisor or a colleague to rate a sample of the tapes so you can secure a reliability check on your rating ("Bleep" out any identifying segments that might jeopardize confidentiality considerations).

Step 5

Study the pattern of relationships between counselor facilitation and client growth within each interview and across all interviews.

Step 6

Submit copies of all the completed Facilitation Graphs to the trainer who conducted your IPS group. Please include a statement of your evaluation of this follow-up exercise. If you need assistance with any aspect of this program you are encouraged to write or call your trainer.

Facilitation Graph

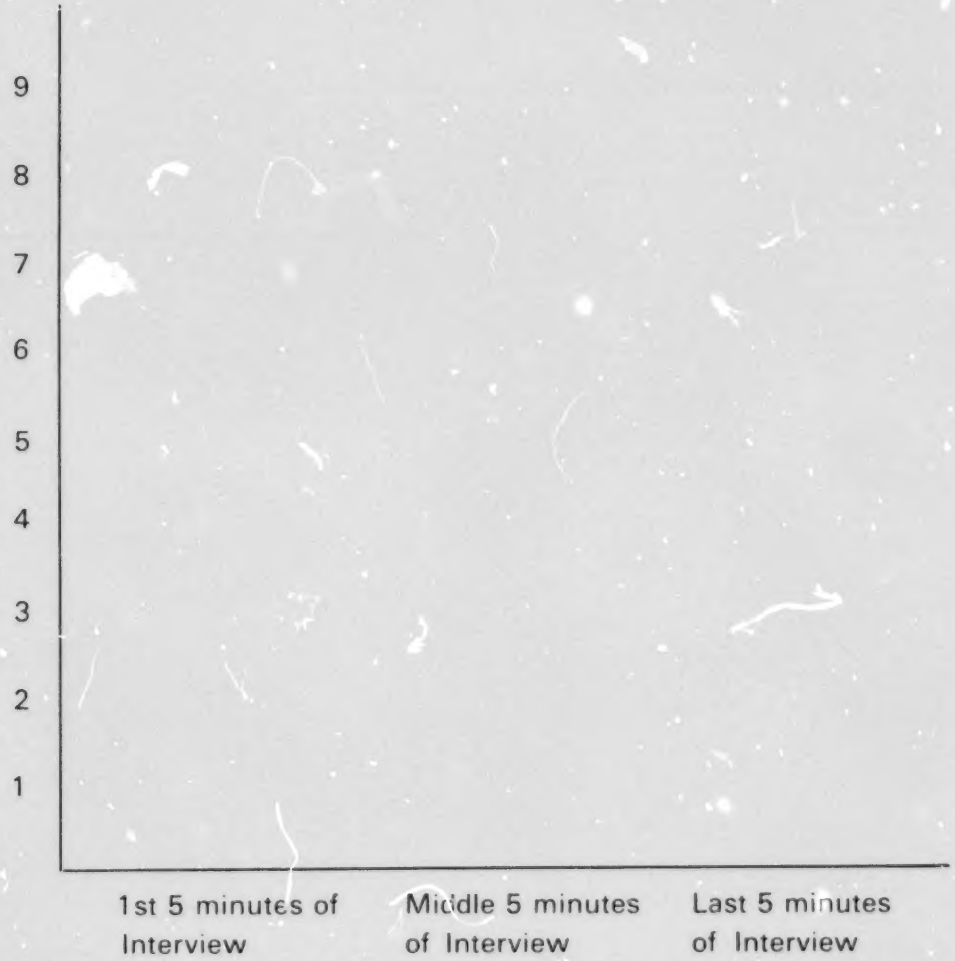
Counselor _____

Client _____

Date of Initial Interview _____

Date of Terminal Interview _____

Counselor Facilitation Score (Black)
Client Self-Directive Score (Red)
Client Self-Revealing Score (Green)
Client Internalization/Externalization Score (Blue)



Facilitation Scale

1
(Major focus is to deny the helpee's existence or overtly punish the helpee.)

The helper does one or more of the following:

Destructive or punitive - communicates open negative regard, threatens, puts the client down, communicates that expressing feelings is "wrong."

Argumentative and/or judgemental - may answer questions with a question in a punitive manner (e.g., "I just don't know what I'm going to do"; response, "Have you really thought about it?").

Inattention - oriented away from the client, displays a "closed" body position, or does two things at once (e.g., straighten papers while responding, etc.).

Ignores, denies, or distorts gross expression of feeling - (e.g., client is on verge of tears, counselor ignores or refuses to acknowledge the feeling).

2
(Major focus is to protect the helper from involvement.)

The helper does one or more of the following:

Ignores, denies, or distorts obvious helpee feeling.

Manipulates the client through leading questions, irrelevant assignments, etc.

Responds to irrelevant portions of the helpee's communication.

Responds in a vague, uncertain or confused manner (appears to be just structuring time).

Sounds and/or appears unconcerned, mechanical, or insincere.

While not completely ignoring the helpee, attending behavior poor (e.g., consistently avoids eye contact, a "closed" body position).

3
(Major focus is to "get the facts" and "handle the case.")

The helper does one or more of the following:

Asks content-centered questions.

Gives advice prematurely.

Ignores, denies, or distorts the perceptible helpee feelings.

Fails to discriminate between talking *about* feelings and *expressing* feelings (e.g., you feel like_____or feel that_____).

Past tense feeling statements (e.g., "you felt...").

Does not "personalize" feeling (e.g., "people get angry when..." rather than "you are angry...").

Is not really "with" the client (low intensity, low involvement, attending behavior remains insufficient).

4
(Major focus shifts between understanding the helpee and protecting the helper.)

The helper does one or more of the following:

Assumes a complementary (symbiotic) role with helpee (e.g., being superficially supportive).

Accurately labels feelings but fails to link the feeling to environmental stimuli (e.g., "You are really depressed.").

Labels feelings in the correct category but intensity is inaccurate.

Accurate feeling and meaning is implied but not expressed (low concreteness and specificity).

Mistakes of levels 1 and 2 are avoided but the resonse lacks intensity and/or depth of understanding.

5
(Major focus is on communicating understanding and acceptance to the helpee, making interchangeable responses.)

The helper does all the following:

Responds accurately to *both* feeling and meaning ("You feel_____because_____").

Attending behavior is good (i.e., the helpee has the helper's *full* attention, displays "open" body position).

The helper is involved in the helping process (communicates concern and appropriate warmth).

Takes initiative to engage the helpee in self-exploration.

Presents himself as a real, genuine fellow human being who is able and willing to help.

6
(Major focus is on working hard to communicate with the helpee.)

The helper does all the following:

Accurately labels feelings which the helpee has "blocked" or mislabeled and/or accurately identifies meaning which the helpee cannot or has not "seen."

Is empathic and slightly confrontive.

Attends to the helpee by moving toward, reaching out, touching when appropriate.

Discloses self when appropriate.

Positively reinforces the helpee's self-exploratory behaviors.

7
(Major focus is on helping the person identify and personalize problems and/or goals.)

The helper flexibly moves from an interchangeable base to one or more of the following:

Makes a summary statement which catches the feeling and meaning themes of extended interaction.

Clarifies helpee discrepancies with empathic confrontation which helps the client "own" a series of experiences.

Contributes significantly toward defining the helpee's problem and/or goal.

Makes a response which integrates helpee feelings, thinking, and actions.

Makes responses which clarify and improve the helper/helpee relationship.

8
(Major focus is on helping the person grow.)

The helper flexibly moves from an interchangeable base to one or more of the following:

Focuses on aspects of the helper/helpee relationship which models concrete and specific applications of the helpee's discrepancies and of the helpee's personal and interpersonal competencies.

Makes direct confrontations to: (a) discrepancies in the helpee's information processing, (b) conditioned responses which restrict the person's options at any point in time.

Identifies goals and objectives which help the person move to where he wants to be thus appreciably shortening the counseling process.

9
(Major focus is on the eternal now.)

The helper:

Effectively responds in an empathic and confrontive way in life or death situations.

Conditional regard or differential regard used to extinguish maladaptive behavior or reward growth behaviors communicated with high intensity.

Self-Directive Behavior

Person	Date
Helper	Description of Helping Situation

9. Actively works through problems without evasion or dependency. Maintains constant forward movement in exploration. Makes decisions when appropriate.

8. As "7" below and is able to confront the helper when appropriate.

7. Actively explores his situation and searches for alternative solutions. Assumes responsibility for establishing the direction of exploration, for overcoming obstacles to self-exploration.

6. Assertive to a limited degree in keeping discussion "on task" - exploration of self-in-situation.

5. Asks questions about and occasionally introduces new personal (i.e., affect involved) material into the encounter. Could be described as "working at" exploration. Easily thwarted by low level facilitation.

4. "Talks about" personal affect and meaning when requested to do sc.

3. Responds to discussion of personally meaningful (i.e., when affect could be expected to be manifested) material in a mechanical or intellectualized manner.

2. Passive, indifferent, always waits for the helper to assume responsibility for the discussion.

1. Avoids discussion of personally meaningful material.

Self-Revealing Behavior

Person	Date
Helper	Description of Helping Situation

9. Is completely open and without facade in the relationship. Reveals a constant stream of deeply felt experiencing without any suggestion of monitoring thoughts, feelings, or expressions.

8. Communicates strong positive or negative reactions toward the helper. Goes beyond customary fear threshold in communicating.

7. Actively seeks ways of revealing who he is as a person. Is expressive in communicating feelings, thoughts, and actions.

6. Discusses concrete and specific feelings, behaviors, and relationships with others which reveal inner feeling and thinking.

5. Behavior that is neither specifically self-disclosing nor noticeably defensive or evasive. Makes tentative moves towards self-disclosure, but with minimum risk taking.

4. Reveals self in a guarded and indirect manner through third person statements, impersonal pronouns, generalizations and abstractions, anecdotes, etc.

3. Talks about superficial aspects of his experiences, but defends against revealing attitudes, wishes, feelings, values, fear, etc. Tends to say whatever he thinks the helper wants to hear.

2. Assumes mostly a passive role. Responds to helper, leads with "Yes," "No," or "I don't know."

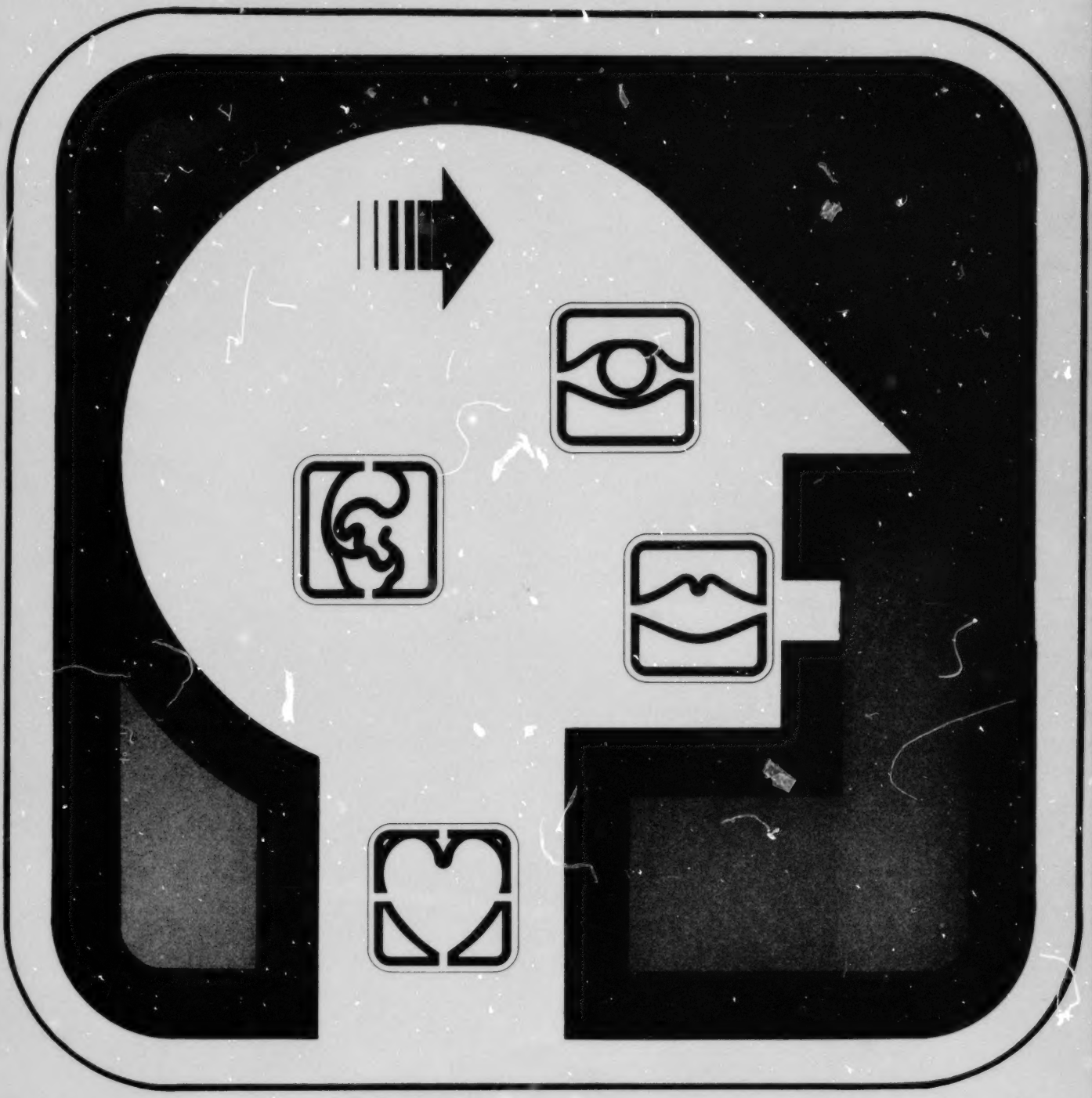
1. Secretive, evasive, or uncommunicative even about superficial aspects of his experiences or goals.

Internalization/Externalization of Behavior

(Emotional Maturity)

Person	Date
Helper	Description of Helping Situation

9. Deeply acknowledges thoughts, feelings, and behavior as his/her own, revealing the deeply felt attitude of being the agent of his/her own behavior. Assumes both credit and responsibility for what he/she does. Claims goals and ideals as uniquely his/her own.
8. Owns feelings toward the helper which were previously blocked or projected onto the helper.
7. Is usually congruent in acknowledging his/her own impulses, feelings, and behavior. Expresses both "negative" and "positive" aspects of self.
6. Deals with strong positive or stong negative aspects of self which have been previously disowned though he may still not integrate opposites.
5. Struggling to label and integrate his experiencing. Intellectually claims responsibility for self though manner may be lacking in affect, as though speaking of someone else. Verbalizations may be inconsistent with non-verbal cues.
4. Alludes to strong, self-referent feelings, but avoids concrete and specific expressions of feelings. Frequently reveals over-idealized standards and expectations. Verbalizations heavily loaded with "shoulds" and "oughts."
3. Talks of self, but almost completely in terms of his/her behavior being determined by past occurrences and external events. May talk about feelings but avoids direct expression of feeling.
2. Only looks outward for the cause of his/her problems. May use impersonal pronouns to avoid first person present tense expressions. Blocks or distorts feelings.
1. Communicates only about people and situations external to himself or herself or not at all.



Part II

Review of Facilitative Conditions

This section defines Empathy, Respect, Genuineness, Self-Disclosure, Immediacy, Concreteness and Specificity, and Confrontation in terms of specific helper behaviors and attitudes . . . scales for measuring each of these dimensions are presented and specific examples to illustrate high and low levels of each condition are included.

While studying this material it is important to relate each facilitative condition to the composite Facilitation Scale (Pages 8-12) which you learned to use during training. Notice that the Facilitation Scale is cumulative. In order for a helper response to rate a 5 on the Facilitation Scale it must rate a 5 on the Empathy Scale, Respect Scale, and Genuineness Scale and on any of the other facilitative conditions which are relevant according to the particular context.

By studying each of the individual scales which together make up the composite Facilitation Scale, you will increase your ability to rate your responses on the Facilitation Scale - especially in difficult and special situations. You will also increase your understanding of the core facilitative dimensions and the operations or skills implied by each concept.

The ultimate goal of helping is to train helpees in the skills they need to help themselves and others. In addition to improving your knowledge and skill for helping, the following material will provide useful examples when training clients and co-workers in interpersonal communication skills.

Introduction to Empathy

The first core condition scale we will cover is the **Empathy Scale**. This scale provides specific guidelines for making helpful responses. The Respect Scale deals more with the helper as a person; his attitudes, beliefs, etc., and gives guidelines as to what the helper should not do. The Genuineness Scale deals with how the helper says what he says and with special circumstances. The **Empathy Scale** deals basically with how much of this helpee's communication the helper understands and how much of this understanding he communicates back to the helpee. This scale gives very explicit guidelines on what to say to someone who has chosen you as a helper.

The Empathy Scale was developed specifically for those in the helping arts, but it has something to offer those who wish to:

1. Be better conversationalists,

2. Form closer and more significant relationships with people, and

3. Serve as a facilitative person to others who are close.

Definition:

The extent to which the helper accurately and specifically communicates his understanding of the helpee's feelings, thinking, and the reasons for his feelings and thinking.

When a helpee communicates to a helper he is telling the helper about himself as a person and how he sees the world in which he lives. Within the helpee's communication lies much information that is relative to his rehabilitation. At the beginning of the relationship there is much relevant information that the helpee is aware of that the helper is not; the helper must listen for this relevant information and test his understanding of the helpee. Secondly, the helpee will communicate much information concerning his adjustment difficulties in interaction with the helper. Some of the aspects of the client's adjustment difficulties will be understood by the helpee but other relevant aspects of his difficulties will be in his "blind-spots." In these instances, through the helper's communication of his understanding, the helper can add to the helpee's understanding of himself.

Many of the personal problems we encounter in rehabilitation have their affective components that must be dealt with if we are to achieve stable vocational rehabilitation. Consider the following list of problem behaviors and the necessity of dealing with the affective component.

1. Poor self-esteem: the helpee is afraid to try things he should be able to do.

2. Rebellion against authority: the helpee comes on destructively to the instructor, boss, counselor, etc.

3. Low motivation: the helpee just doesn't seem to care if he achieves anything or not.

4. Hopelessness: the helpee doesn't feel he has a chance of accomplishing anything since the traumatic disability.

In all of these instances and many of the minor day to day adjustment difficulties, the helpee's feelings are involved. The "Empathy Scale" gives the helper direction on how to respond effectively to the helpee's adjustment.

Level I Empathy

Definition: Level I

At this level the helper ignores the helpee's feelings (when significant affect is communicated) while not attending, even generally, to the topic the helpee is discussing.

Explanation:

Often we wish to be helpful and to aid another person in his exploration of relevant information relative to the problem area, but actually detract from his exploration by getting him off on another tangent, as a result of our responses.

Common Mistakes Made at this Level:

1. The helper changes the topic to something other than what the helpee was discussing.

   Changing Topic
   Helpee: "I am really burned up with my boss!"
   Helper: "How are things going in the other areas of your life?"

2. The helper changes the topic person (i.e., the helpee is *always* the topic person when significant affect is communicated).

   Changing Topic Person
   Helpee: "I am really burned up with my boss!"
   Helper: "Your boss must really be a son-of-a-gun."

3. The helper attends to some insignificant detail related to the topic.

   Insignificant Detail
   Helpee: "I am really burned up with my boss!"
   Helper: "Are you more apt to get mad on Monday than Friday?"

4. The helper inappropriately says nothing.

Consequences of This Level:

1. Important areas of helpee adjustment do not get explored. The helpee switches from area to area - there is no depth to the exploration.

2. The helper doesn't get to know the helpee as a unique person - he only has an assortment of facts and figures about the helpee. As a result of not knowing the helpee as a unique person the helper will "mismanage" the helpee to some extent.

3. A counseling rapport will not be established - the helpee will not see the helper as the type of person who can and will help him work through adjustment problems.

4. The helpee will not be helped to get more in contact with and label what he or she is feeling. Consequently the helpee will not learn to integrate feeling, thinking, and action.

Note: There is a continuous flow of experiencing going on in the helpee. It is by tuning in to this flow of feeling that a person discovers the meaning of his experience. Empathic listening and responding assist the helpee to tune into this flow (self-exploration) without interrupting the helpee's experiencing.

This is not to say that the helper cannot guide the self-exploration process, only to say the helper should not guide the topic of conversation away from a topic the helpee is discussing with significant affect. Further, it is the helpee who is the topic of conversation; his interests, behaviors, perceptions, etc., that are important in his rehabilitation and he should remain the topic person except when:

1. The helper gives expert information at a time when the helpee can make use of that information.

2. The helper reflects on his own affective experience.

3. When the helper appropriately discloses information about himself.

Level II Empathy

Definition: Level II

The helper ignores the helpee's feelings (when significant affect is communicated) but does respond in a logical manner to the content or topic the helpee is discussing.

Explanation:

In many types of problems affect is extensively involved in the needed exploration and would have to be considered in the behavior change. To respond only to the content and to ignore the affect is an illogical approach to personal problem solving.

Common Mistakes Made at this Level:

1. Generally restate the content of the helpee's communication.

   Ignoring Feeling
   Helpee: "I don't know what I am going to do, it just doesn't seem like I can succeed at anything."
   Helper: "You just don't have any idea about what you might try to do."

2. Ask a content relevant question.

   Asking Questions
   Helpee: "I don't know what I am going to do, it just doesn't seem like I can succeed at anything."
   Helper: "Do you really think that there is *nothing* that you can succeed at?"

3. In some manner define, diagnose or classify the helpee's communication.

Being Analytical
Helpee: "I don't know what I am going to do, it just doesn't seem like I can succeed at anything."
Helper: "That sounds more like a personal problem than a vocational problem."

Consequences At This Level:

1. Adjustment difficulties are not explored in any depth - they are just talked about. (No constructive change occurs in the helpee's behavior.)

2. The helpee's unique (based on feelings) relationship with an adjustment problem is not brought out - a realistic solution (based on complete information relevant to the problem) is therefore not suggested by exploration of the problem.

3. The helpee does not come to see the helper as a skilled person in terms of problem resolutions, or at least not more so than the average reasonable man on the street.

Note: It should be noted that most often we do respond in a logical manner to the topic a person is discussing; Level II Empathy does not advocate this as being the wrong thing to do in an indiscriminate manner. It is the wrong thing to do if you wish to facilitate a person's self-exploration.

Level III Empathy

Definition: Level III

At this level the helper responds both to the affect in the helpee's communication. and to the aspects of the content which are related to the helpee's affective response. The helper responds to the affect and the content in a way which appears to be interchangeable with the helpee's communication. The helper does not detract from the significance of the helpee's communication nor does he add to the significance of the helpee's communication.

Explanation:

The helper's affect or feelings are often critical variables to be dealt with in the vocational rehabilitation process. Consider the following situations.

1. The helper has set up two different job interview appointments for a helpee. The helpee did not go to either one of them. The helpee gives weak excuses trying to explain why he didn't go. The real reason he didn't go is that he was afraid to go. He communicates this in his interaction with the helper, and the helper responds to the helpee's fear at about the same level of intensity, concreteness, and specificity as was communicated by the helpee.

2. The helper has placed a client in training. During his contact with the helpee, the helpee nonverbally communicates that he is quite unhappy. By reflecting on the helpee's feelings directly, the helper encourages the helpee to explore the experience more fully.

Example:

1. **Helpee:** "I just can't understand. I've never acted like this before. I'm just plain hateful to people. I snap at everyone, and I don't mean to be that way."
   Helper: "It frightens you to think that you're behaving in a way you don't want to behave in, and you can't understand *why* you do it."

Consequence Of This Level:

Although it may not sound too impactful to respond to the client's affect and content in an interchangeable manner, it does logically have facilitative consequences. They are:

1. It serves to help the client integrate *both* the affective and cognitive aspects of his experiences,

2. It allows him freedom to further explore, in depth, the area he is discussing, and

3. It communicates to the client that the counselor is listening and understanding and is accepting the person.

Additive Empathy

Definition: Additive Empathy

The extent to which the helper contributes to the helpee's self-understanding by: (1) accurately labeling affect communicated by the helpee, (2) helping the helpee more specifically understand those situations or occurences in his environment that provoked his affective responses, and (3) relating the helpee's feelings to his conceptualization of himself and his world (personalizing the helpee's experience).

Explanation:

At this level of empathic functioning the helper *adds* something to the helpee's understanding. Often we have affective experiences that we are not aware of or that we mislabel (e.g., feel anger, think we feel nervous). It is not uncommon for these "blind spots" in our perception to influence our behavior and are therefore important for us to understand. The same is true for those things that cause us to feel certain ways, often we don't know what they are. For example, many people say they don't like cocktail parties. Rather than the cocktail party *per se* it is probably the formality, phoniness, or the expectation that everyone should be chic and witty that they don't like. Lack of self-understanding is a very common human phenomenon and always results in the individual actualizing less of his or her potential.

Examples:

1. **Helpee:** "It throws me off balance when my daughter asks me questions like that, I just don't know what to say. She's just a baby."

   Helper: "It frightens you that she is so aware of her body and sexual feelings. It seems to you that she is too young to have those kind of questions."

2. **Helpee:** "College is horrible. I stay up-tight all the time. Reports, class presentations, (brrrr), answering questions. I don't know if I can take it."

   Helper: "It's like proving yourself intellectually in public is the thing that really scares you. You're afraid to make a mistake in front of people as though you think you have to be perfect to be O.K."

Consequences Of This Level:

1. The helpee comes to more fully understand himself and the reasons for his maladaptive behavior.

2. As old beliefs and self-perceptions are dropped, the opportunity for improved reorganization and integration is possible.

3. The helpee sees the counselor as someone who is a potent problem solver.

Summary of Empathy

(Fill in the blanks)

In order to communicate empathy, respond to the helpee's_____ and_____. Making such person-centered responses will help you avoid the following mistakes.

The type of mistakes which result in Level I Empathy are:

Changing the_____.

Changing the_____person.

Responding to_____details.

Being_____.

The type of mistakes which result in Level II Empathy are:

Ignoring_____.

Asking_____.

Being_____.

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Introduction to Respect

1. A high functioning level on the respect scale is prerequisite to the helpee feeling safe enough to explore self.

2. The *Respect Scale* has also been known as the *Non-Possessive Warmth Scale*. In general, the Respect Scale tells you what *not to do* rather than what *to* do. A helpee will not be able to form a rapport with a helper or feel free to explore himself with a helper who functions at a low level on this scale.

Definition:

The extent to which the helper communicates an unconditional caring for the helpee as a person and the extent to which the helper communicates a non-evaluative positive regard for the helpee.

Explanation:

To be most facilitative toward the helpee, the helper should continually have a high degree of positive feeling for the helpee and at the same time should not communicate to the helpee, judgement of right and wrong concerning the helpee's behavior.

Note:

Because we have our own personalities, we have some things that we are very quick to get down on. For some people, students who don't study may ruffle their feathers. For others, rape, dirtiness, etc., may be the thing that raises their wrath. The concept of respect explains why some helpers just cannot work with some types of helpees. They can't get above Level I Respect with them.

The Respect Scale can be very helpful to practicing rehabilitation helpers. We all make some mistakes in this area, and the scale may help us to become aware of and correct some of them.

Level I Respect

Definition: Level I

At this level the helper communicates a negative regard or caring for the helpee.

Common Mistakes Made at this Level:

1. Is punitive or condemnatory toward the client, his attitude, beliefs, or thinking.

   In this situation the helper experiences and communicates a negative feeling toward the helpee as a person or toward the helpee's behavior (as if they could be separated). Most of these types of responses could be closed with the action phrase "damn you" without changing the affective nature of the communication.

   Being Punitive

   "Anyone who cannot control their temper well enough to stay out of fights *should not* be taking advantage of the taxpayer's money! This tells me you are not ready for training and rehabilitation (damn you)!"

2. Communicate that the problem is not worthy of consideration.

   In this situation the helper communicates that the helpee should not feel concern over a problem of such little significance. He communicates irritation that the problem is not worthy of consideration.

   Being Evaluative

   "You shouldn't feel like that; just think of all the little children in India who have nothing to eat." This type of response could appropriately be closed with the statement, "what the hell's the matter with you anyhow!")

Consequences Of Level I:

1. They make the client defensive. Under this type of attack the helpee must defend himself as a person.

2. As a result of defending himself he becomes more stable in the belief and/or behavior under attack. Anytime you must defend something your arguments tend to convince you that you are right. If a helpee tells you he is contemplating suicide and your resonse is: "Man you can't do that (dummy), you've got too much going for you," what do you suspect the nature of his response will be? (Convincing you and himself why it is the right thing to do.)

Note:

You can easily identify Level I Respect responses. This is the only situation in which the helper and the helpee will be at odds with each other, or against each other, as persons or over a specific point.

Level II Respect

Definition: Level II

At this level there is no negative regard toward the helpee, but there is an absence of positive regard or feeling toward the helpee. The helper may inappropriately advise.

Common Mistakes Made at this Level:

1. The most common mistake made at this level is to inappropriately advise the helpee as to what he *should do* which demonstrates little or no regard for the helpee's ability or inherent right for self-direction.

   Giving Advice

   "John, you seem to be having some real difficulty in adjusting to your training area, particularly to your instructor. I'd like to suggest that you think twice before flying-off-the-handle again. Maybe it would help you to just count to ten before you say anything to anyone when you are in a bad mood."

2. The type of Level II Respect occurs when the helper communicates a disinterest or lack of concern for the client as a person. In this instance the helper may say the right kind of things, but the way in which he says them suggests an absence of involvement or an absence of genuine positive feeling for the helpee as a person.

   Sounding Unconcerned

   (said in a monotone) "It sounds like you are really afraid that you're going to be laid-off."

Consequences Of This Level:

1. It stops self-exploration. When a problem is brought out and the helper has the "right answer," there is no need for further discussion.
2. It serves to make the helper responsible for the helpee's successes and failures; it promotes dependency.
3. Most advising is not worth the air it takes to say it. 99.9% of advice given is already known by the receiver; the helpee feels the helper does not understand.
4. It tends to place the helper in the class of general public in the eyes of the helpee. Everyone loves to advise.

Note:

(1) If all a person needed was someone to tell him the "right" thing to do, he would have already solved the problem. The world is completely full of people who have the right answers. Everyone enjoys advising other people. Don't fall into the trap of being just like the mother, boss, friends, etc., who, from the helpee's point of view, just don't understand.

(2) The other person must live in his own world. He is well aware of what is "right" and "wrong" according to the people with whom he must live. To represent society's interest in a counseling relationship is antithetical to serving society's interest. Evaluation stops exploration of faulty or destructive behavior and therefore stops the first step to changing behavior.

Advice is Appropriate on Two Occasions:

1. When the problem is purely a cognitive one, when there is no affect or feeling involved, and

2. When you have expert information to aid the client - usually not in terms of what to do, but rather in terms of *how to go about* doing whatever he wants to do.

Level III Respect

Definition: Level III

At this level the helper communicates a minimally acceptable amount of positive regard and caring for the helpee. There is an absence of negative affect toward the helpee. The helper does not adivse.

Explanation:

At this level the helper *does not make* Level I or Level II mistakes, and communicates a concern for the helpee as a person.

This is an example of the minimally facilitative level:

> **Helpee:** "I just can't go on, (pause) I've nothing to live for - I may as well end it all."
> **Helper:** "You really are down on yourself."

Consequences Of This Level:

The helpee perceives the helper as being "on his side" so to speak. The helpee feels free to discuss thoughts, feelings, experiences, etc., that could be used against him if the listener so desired. The helper who functions at this level is basically not making the mistakes listed in Level I and Level II above, with a little caring thrown in.

Additive Respect

Definition: Additive Respect

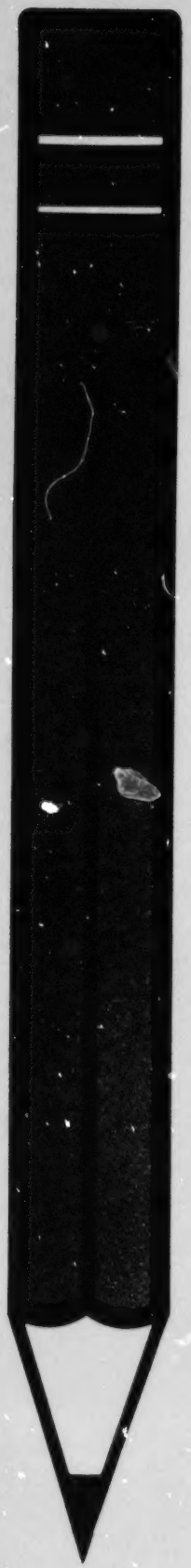
The helper communicates to some extent a greater than necessary amount of caring and concern for the helpee as a person, his potential and his worth.

Explanation:

It is very difficult to behaviorally define what goes into additive respect as it is not so much what you say, but rather how you say it. How you say what you say is probably more related to who you are as a person and your personality than to how you wish to come across or feel. (You cannot respect others more than you respect yourself.)

Consequences Of This Level:

In general, the consequences of additive respect are that the helpee feels free to discuss anything; he has no need to be defensive toward the helper.



Summary of Respect

(Fill in the blanks)

In order for the helpee to let down his defenses, to explore a personal problem, he must feel accepted and _____ for.

The ways that helpers fail to communicate respect are frequently related to the helper's own _____ area. That is, the helper _____ _____ undesirable aspects of himself onto the helpee.

In order to communicate respect the helper must avoid being _____ _____, _____, giving _____, and sounding _____.

Introduction to Genuineness

Introduction:

Counselors, as they are human, experience feelings during the counseling interaction. Often these feelings are of significant intensity to be communicated nonverbally to the helpee. This scale addresses itself to how the helper deals with his feelings during the interaction.

Definition:

The extent to which the helper facilitatively utilizes his momentary affective experiences as they relate to the helpee and the helper/helpee relationship.

Discussion:

This scale relates to one thing, how the helper deals with his immediate feelings in the helping interaction.

Helper discussions of past experiences are usually related to the self-disclosure dimension of helping and may be either facilitative or non-facilitative depending upon when and how the self-disclosure takes place. The first step to becoming more genuine is to increase your tolerane for those aspects of yourself which you least accept. Practicing self-disclosure of these aspects of yourself will increase your genuineness.

Genuineness is therapeutic through the process of modeling, and the absence of genuineness is antitherapeutic in that the helper comes across as a phony. The dimension this scale measures is important for two reasons:

1. When the helper interacts in a genuine manner he models for the client in such a way that will tend to facilitate self-exploration and self-acceptance on the part of the client. You *want* the helpee to feel free to discuss *his* feelings, you can teach by example.

2. The helpee cannot trust someone who is not genuine - someone who hides his feelings. The helpee does not know if the helper is responding to him or if the helper does respond, exactly what he did to make the helper respond that way.

Level I Genuineness

Definition: Level I

The helper noticeably experiences an affective reaction but his verbal report of his feeling state is obviously a misrepresentation of what he is feeling. The helper is either unaware of his feelings or is being dishonest in his report of his affective experiences.

Common Mistakes Made at this Level:

1. Helpers may on occasion not be sensitive to their own affective reaction to a helpee and therefore may misrepresent themselves.

   Low Self-Awareness
   Husband and wife are mildly fussing with each other. The husband asks if she is mad and she says, "No!"

2. Helper may have an affective experience that they believe they *should not* have had and therefore will misrepresent themselves.

   Being Dishonest Or Incongruent
   A helpee unexpectedly starts to discuss his homosexual activities. The helper is noticeably shaken - the helpee asks him if something is wrong - the helper says, "No, no."

Consequences Of This Level:

The consequences of this type of response is the helpee becomes generally less spontaneous and more selective in what he discusses. When people hold things back the fear is that at some point they might explode. The helper serves as a model for the helpee, in this case a poor model as far as self-exploration is concerned. The helpee develops some amount of distrust for the helper.

Level II Genuineness

Definition: Level II

The helper assumes a role such as the professional helper, the nice person, the intellectual, etc. There is a rehearsed or phony quality to the person's behavior. The helper is attempting to behave as something other than himself.

Common Mistakes Made at this Level:

1. In a helping situation some people believe they must act in a certain manner to be helpful.

   Being Phony Or Playing A Role
   To find an example of this type of functioning, you need only look at any T.V. show or motion picture of a counselor or psychologist - they all act just alike.

2. Some helpers seem to think they should be completely objective and non-feeling. Helper feelings which are not owned are frequently communicated in indirect ways.

   Indirect Communications
   Helper: "You told me last time to be thinking about training, and I've decided that I like dentistry."
   Helper: "Do you think you can get into dental school?"

Consequences Of This Level:

The consequences of this type of interaction are that the helpee cannot place any validity on the responses of the helper and to some extent loses some of the significance of his self-exploration as he has explored in an "unreal" situation with an "unreal" person.

Level III Genuineness

Definition: Level III

There is no indication that the helper is experiencing any significant feeling other than his typical positive regard for the helpee.

Explanation:

Most commonly throughout the process of counseling interaction the helper will not be experiencing any particular affect outside of his communication of concern and caring. The helper's attention is most generally focused on the experiences of the helpee rather than on himself.

Example:

Helpee: "Sometimes I really feel like hitting him, even killing him."

Helper: "You are really hurt that he would provoke you to such anger. I would guess that you have trouble handling strong angry feelings."

Consequences Of This Level:

The helpee can concern himself with self-exploration without worrying about what is going on, feeling-wise, with the counselor.

Note:

If the helper does experience and communicate some affective reaction he is either functioning above or below Level III Genuineness, depending on whether he handles his affect in a helpful or non-helpful manner.

The helper can use his feelings in a destructive manner. If this is the case, he is functioning at Level I on Respect.

Additive Genuineness

Definition: Additive Genuinenəss

The helper accurately reports his affective experiences in such a way that it promotes further self-exploration on the part of the helpee. There is spontaneity in the way the helper reports his experiences.

Explanation:

The counseling relationship must be a reality situation. The helpee should receive helpful affective feedback relative to some of his behavior patterns. This is not to say that the helper should attempt to respond affectively to the helpee, but if the helper does perceptibly react to the helpee that reaction should be dealt with. If the helper does not deal with his affective reaction he is functioning at a non-facilitative level of genuineness. If the helper does report his noticeable affective experiences it can be done in either a helpful or harmful manner.

Example:

Helpee: "I don't know what is the matter with them here! They just talk, talk, talk. I try to tell them we gotta get organized, but they ignore me."

Helper: "You are describing a lot of different people doing a lot of different things and you feel confused because you can't understand why they're mad at you. I've noticed when we're talking that you frequently interrupt me as though you aren't listening. That's frustrating for me and I find myself getting irritated at you. Maybe that's part of what's going on."

Consequences Of This Level:

The consequence of additive genuineness is that the helpee can trust the helper - he knows where the helper stands. The helpee is not forced into the uncomfortable situation of dealing with an unknown. It is probably most difficult to interact spontaneously with a significant other when you know "something is going on" feeling-wise with the other person but he won't say what is bugging him.

Keep your respect up when reporting your affective experience - whether you are feeling good or bad toward the helpee it should not be said as if he is *being good or bad* just because you respond to him that way.

Summary of Genuineness

(Fill in the blanks)

The helper spontaneously and accurately reports his_____ experience in a constructive manner. Such helper openness and honesty encourages helpee self-_____.

Some contributing factors to lack of genuineness are low self-_____, being_____about feelings, being phony or playing a_____and using in-_____means of communicating.

Introduction to Self-Disclosure

Definition:

The extent to which the helper appropriately shares his own experiences, thoughts, feelings, and attitudes with the helpee in a facilitative manner.

Explanation:

Most often in a formal helping situation (e.g., a counseling center, rehabilitation office, etc.) the helper will in many respects be an "unknown" to the helpee for some period of time. The helper will have less time than the helpee to make himself known because the majority of time will be spent discussing the helpee's situation, history, feelings, etc.

On the other hand, it is reasonable to expect the helper to be more able to disclose himself (more fully functioning persons are generally more open and less secretive) through what he says and does - even when the focus is on the helpee. Facilitative self-disclosure has little to do with the amount of information shared or even how "intimate" the information is. The significant thing is how much and what kind of meaning the information has for the discloser - what does this information say about me as a person at this time and place? The helpee will know the helper for what he *is* in relationship to the helpee, but during the early and intermediate phases of counseling, the helpee may have little understanding of the helper in other contexts. Effective helpers tend to find unobtrusive ways of saying "this is who I am." This allows the helpee to see the helper as a total person.

Probably the most facilitative self-disclosures occur spontaneously and not in response to helpee questions. For instance, suppose the helper's irate spouse calls while the helpee is present. Keeping the transaction as brief as possible, the more facilitative helper would probably interact with the spouse in an open and real way according to what his actual feelings and thoughts were while the less facilitative helper might try to "sugar coat" the conflict, ask the helpee to step outside, or use the helpee to get rid of the spouse (could we talk later - I have a client).

As the helpee moves toward, or beyond, minimal levels of effective living, he may attempt to draw upon the personal resources of the helper in his efforts to organize/reorganize some aspects of his life. The process proceeds through modeling even before the helpee begins making cognitive comparisons between how he lives his life and how the helper lives his life.

Self-disclosure is often an important dimension of helping for an additional reason. The helper may come to be seen as something bordering on super-human as he continues to focus his attention on facilitating the helpee. To some extent the helpee will model after the helper. It very well may not be in the best interest of the helpee to end the helping relationship with the helpee's conception of the helper being based purely on the helper role. The helpee should come to know the helper as a person, which includes his fears, uncertainties, and inconsistencies as well as his skills, understanding, and strengths.

Two major concerns with self disclosure are "when" and "how" to self-disclose. Often, especially early in the helping process, the helpee's request for information about the helper is a veiled dependency maneuver. If the helpee manipulates the helper into talking about himself as a way of avoiding self-exploration, the helper's self-disclosure is not facilitative. Neither the helper nor the helpee is likely to experience much involvement in what is being said. What the helper has actually disclosed is his ineffectiveness or impotence. "When" is whenever there is an opportunity to do or say something which reflects who you are as a person and when doing so (how) with spontaneity and high involvement facilitates helpee self-exploration.

Level I Self-Disclosure

Definition: Level I

At this level the helper (a) refuses to answer the helpee's questions when there is no apparent dependency maneuver or (b) self-discloses when there is a maneuver on the part of the helpee for dependency.

Common Mistakes Made at this Level:

Insensitive To Helpee Need

Helpee: "I guess we will be cutting this off before long, and I feel like I'm ready to 'make it on my own' as they say. I certainly couldn't be labeled as indecisive anymore, but on the other hand, I seldom have absolute confidence that I am right when I do make a decision. I suppose that's not uncommon. . . "

Helper: "You've come a long way and feel good about that, and yet there is still some fear related to making a decision.

Changes Focus To Helper

Helpee: "I guess the basic problem is that I just don't want to stay in school - it's something I just have absolutely no desire to do at this point in my life. On the other hand, I'm completely aware that I really don't stick with anything, or haven't up until this point. Have you ever had a problem like that, where you know what you want to do but aren't sure you're not doing yourself in?

Helper: "I haven't had the school thing to deal with personally, but what you're talking about in essence isn't uncommon. Like earlier this year I wanted to buy a swimming pool, I wanted it like you couldn't believe. Fortunately, I didn't act on first impulse which gave me time to examine my motives for wanting the thing in the first place and to assess what it would cost me in terms of other things. I now realize that not acting hastily saved me considerable financial difficulties."

Level II Self-Disclosure

Definition: Level II

At this level the helper responds to the helpee's honest (i.e., non-dependency oriented) requests for information, but does so in a very factual and concise manner. He does not personalize his response.

Common Mistakes Made at this Level:

Being Impersonal

Helpee: "I guess we will be cutting this off before long, and I feel like I'm ready to 'make it on my own' as they say. I certainly couldn't be labeled as indecisive anymore, but on the other hand, I seldom have absolute confidence that I am right when I do make a decision. I suppose that's not uncommon, do you agree?"

Helper: "You've come a long way and feel good about it, and yet there is still some small amount of fear related to making a decision. I'd say that's not uncommon at all it's pretty much like that for me."

Level III Self-Disclosure

Definition: Level III

At this level, the helper does respond to the helpee's honest (i.e., non-dependency oriented) requests for information - whether requested explicitly or implicitly - but does so in a less than fully personalized manner. The helper will inteliectually respond to the question, but does not include any statement of his affective experiences that would be related to his report.

Example:

Helpee: "I guess we will be cutting this off before long, and I feel like I'm ready to 'make it on my own' as they say. I certainly couldn't be labeled as indecisive anymore, but on the other hand, I seldom have absolute confidence that I am right when I do make a decision. I suppose that's not uncommon, do you agree?"

Helper: "You've come a long way and feel good about that, but there is still some small amount of fear related to making a decision. Each time I make an important decision I question myself. Very seldom, if ever, do I feel as if I am 100% right. It's not really possible, and maybe not even desirable to be that sure of yourself."

Additive Self-Disclosure

Definition: Additive Self-Disclosure

At this level, the helper fully discloses himself to the helpee's honest (i.e., non-dependency oriented) requests for information about the helper. He responds in a personalized manner and reports both his thinking and his feelings, related to his report.

Example:

Helpee: "I guess we will be cutting this off before long, and I feel like I'm ready to 'make it on my own' as they say. I certainly couldn't be labeled as indecisive anymore, but on the other hand, I seldom have absolute confidence that I am right when I do make a decision. I suppose that's not uncommon, do you agree?"

Helper: "You've come a long way and feel good about that, and yet there is still some fear related to making a decision. I don't know to what extent you can overcome that. I think I experience pretty much the same thing when I make important decisions. I recently decided to get married again, and I can tell you I'm scared. At this time I want to be able to say "yes" to this person and say it strongly because I feel "yes" - even though I realize I may want to say "no" at some future time. I'm not absolutely sure, but I think it's my "best bet" and I'm going on with it. I think I'm able to deal with that without too much worry or concern because I've given myself permission to be wrong and fail occasionally. That usually takes care of me."

Summary of Self-Disclosure

(Fill in the blanks)

When the helpee is discouraged about continuing self-exploration or when the helpee feels alienated and different from other people, facilitative self-_____ may be helpful. Self-disclosure is an operation which contributes to a person's genuineness. When the helper discloses his immediate feelings toward the helpee, this is what we have called immediacy of relationship. Other considerations being equal, person's who are relatively high in self-disclosure will be more healthy and_____ helpers.

The mistakes to watch out for are:

Being in_____ to the helpee's need for validation.

Changing the_____ from the helpee to the helper.

Being_____ and uninvolved.

Introduction to Personally Relevant Concreteness and Specificity

Definition:

The extent to which the helper assists the helpee conceptualize his experience in self-relevant, concrete, and specific terms as opposed to externalized, abstract, and general terms.

Explanation:

Counseling is essentially a process of helping a person integrate his feeling, thinking, and acting. One important way of doing this is to help the person conceptualize his immediate on-going experiencing. Words, however, may be used to distort, evade, neutralize, or alienate experience; or they may be used to illuminate, center upon, bring into focus, and expand experience. Communication is far more comprehensive than language. The concreteness and specificity dimension of helping is concerned with maximizing the function of language for improving intrapersonal and interpersonal communication. If a person's language is weak, insipid, cliche'-ridden, vague, or consistently ritualistic, this says much about the person's ability and willingness to relate both to himself and to others.

Maladaptive behavior of rehabilitation clients frequently relates to so-called "acting out" behaviors such as being physically aggressive, too loud, too seductive, etc., or to so-called "lack of motivation" such as being dependent, withdrawing, overly fearful, or a tendency to over-intellectualize or rationalize experience. Both unverbalized feelings *and* meaningless words sabotage human communication and limit human experiencing.

Level I Personally Relevant Concreteness and Specificity

Definition: Level I

The helper leads or allows all discussion with the helpee to deal only with vague and anonymous generalities. The helper makes no attempt to lead the discussion into the realm of *personally relevant* specific situations and feelings.

Common Mistakes Made at this Level:

1. Focus only on the "facts" and ignores what the facts mean to the client and how the client feels.

   Getting the "Facts"

   Helpee: "I was in a wreck about two years ago. There was a 90% loss of vision in the right eye and 85% in the left."

   Helper: "This qualifies you for our services. What kind of assistance do you think you'd like to have from us?"

   Helpee: "Well, I'm legally blind, and there just aren't too many jobs open to blind people."

   Helper: "You would be surprised at some of the things blind people do. What would you really like to do?"

2. Helper does not engage the helpee in self-exploration.

   Time Structuring

   Helpee: "I got your letter asking me to stop in. Boy, that bus ride was hot coming down here."

   Helper: "I take it you don't have a car... What kind of car would you like to have?"

   Helpee: "The folks told me they would buy me a car if I finished high school, but I've been out three months and I haven't seen a car."

   Helper: "Were you a good student? What was your average?"

Note:

The helper and helpee are "bouncing words off each other," but neither are involved in communicating with each other.

Level II Personally Relevant Concreteness and Specificity

Definition: Level II

The helper leads or allows discussion of material which is personally relevant to the helpee to be dealt with on a vague, abstract, or depersonalized level.

Common Mistakes Made at this Level:

1. Leads or allows the helpee to focus on external people and events as opposed to the helpee's experiencing of significant people and events.

   Externalizing personally relevant experience

   Helpee: "If I could just get my mother to understand how important it is to me to have my own place, I'd feel a lot more like putting out to make this job a success."

   Helper: "What is you mother's objection to you having your own place to live?"

2. Fails to help client differentiate components of over-generalized and over-compacted experience.

   Over-compacted words and phrases

   Helpee: "I'm a twenty-four year old child. I've always depended on my twin sister to be smart enough and pretty enough for both of us."

   Helper: "As you see it, the troubles you're having now are related to the fact that you are such a dependent person."

Note:

This helper response is technically correct according to the helper's construct system, but it fails to take into account that the helpee is dismissing a large area of experience simply by naming the experience.

3. Allows the helpee to project personally relevant feelings into impersonal pronouns.

   Avoiding first person, present tense expressions

   Helpee: "You never know what to expect from those people. Every time you go to that Social Security Office, they tell you something different.

   Helper: "Yeah, I can see how people would get fed up. They give us the run around sometimes too."

Level III Personally Relevant Concreteness or Specificity

Definition Level III:

The helper enables the helpee to discuss personally relevant feelings and meanings which are more obvious in concrete and specific terms. At this level, the helper is minimally facilitative in helping the helpee get into his experiencing. The helpee may frequently sound like he is talking about someone else as though he were reading a case history.

Example:

Helpee: "I don't know about training programs... I never was any good in school. School's just not my bag... You know... I'd like to just get a job... you know..."

Helper: "Just the word school is enough to set off a bunch of bad feelings in you... like you've lumped together twelve years of angry and hurt feelings and called it school."

Additive Concreteness and Specificity

Definition:

The helper leads the helpee to explore personally relevant experiences in concrete and specific terms in a manner which keeps the helpee in the center of his experiencing. Consideration of past and future material is related to the helpee's immediate (here-and-now) feelings.

Explanation:

The helpee defines himself to himself and to others through the use of language. The helpee's system of personal meanings is generally determined by the nature of his personal construct system. The helpee's ability to conceptualize his experience determines how he perceives reality.

The function of additive concreteness and specificity is to assist the helpee to stop using language which alienates him from his experiencing and to develop language which intensifies and makes more meaningful the helpee's experience.

Example 1

Helpee: "I was in a wreck about two years ago. There was a 90% loss of vision in the right eye and 85% in the left.

Helper: "You've experienced a loss which I imagine must be very difficult to accept. You're probably still trying to sort out your feelings about being a person with drastically reduced vision."

Helpee: "I keep telling myself that I ought to be thankful that I wasn't totally blinded or even killed, but I don't really feel that way."

Example 2

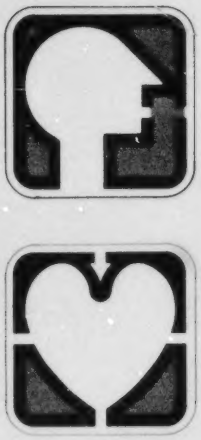
Helpee: "If I could just get my mother to understand how important it is to me to have my own place, I'd feel a lot more like putting out to make this job a success."

Helper: "You resent your mother because she's not supporting your desire to have your own place and at the same time you're worried that you might use this bad feeling as an excuse for not doing your job. Seems that you're at a rather critical point in your relationship with your mother right now."

Example 3

Helpee: "I'm a twenty-four year old child. I've always depended upon my twin sister to be smart enough and pretty enough for both of us."

Helper: "You and your sister made a winning team. Now that you have to make it on your own, you frequently have the feeling of not being good enough. Instead of looking at where you are today in comparison to two years ago, you seem to compare your performance with the team's performance. You're out numbered in that kind of competition and are bound to lose."



Introduction to Immediacy of Relationship

Definition:

The extent to which the helper is able to identify and reflect upon the helpee's intellectual and affective responses to the helper and the extent to which he is able to concurrently utilize his own immediate experience to facilitate helpee exploration.

Explanation:

Immediacy functions as a bridge between empathy, which is responsive to the helpee's experience, and confrontation, which is initiated out of the helper's experience of the helpee. Entering a helping relationship with a professional helper expands the helpee's phenomenological field and opens new avenues for self-exploration. The helpee will, more often early in the process of helping, spend most of his time recounting past experiences or expressing reactions to stimuli "outside" the immediate helper situation (e.g., I'm afraid my children will. . .). There are times when the on-going relationship between the helper and helpee becomes the most important focus. The helpee will frequently attempt to distort the relationship in about the same manner as he distorts other information. When the helpee's discrepancies are manifested in the way he relates to the helper, focusing on the relationship provides a concrete and specific context for confronting the helpee's discrepancies.

Not only must the helpee's maladaptive responses to the helper be reflected upon, but also the helpee's natural and healthy responses to the helper and helping situation. The helpee needs to come to know himself for better and worse. Learning to attend to, perceive, and conceptualize how he relates to the helper and how the helper relates to him provides the helpee skills and concepts for understanding other relationships.

Immediacy responses are "powerful" responses. An appropriate analogy might be having someone *conjecture* that you wished to kill your boss, as opposed to *catching* you in the act. Immediacy responses are often those that create "aha" response or insight in the helpee. Helping people to understand themselves better must be documented or supported. In immediacy situations the data is often on the table, face-up.

Level I Immediacy

Definition: Level I

At this level the helper does not identify himself as the stimulus for the helpee's expression although it is obvious that the helper is the stimulus for the helpee expression.

Common Mistakes Made at this Level:

Helper acts unaware of any personal feelings toward the helpee or of the helpee's feelings toward the helper.

Helpee: "It's really hard for me to express my appreciation for all you've done for me. I don't know how you could stand me at times. It doesn't really tell you the appreciation I sincerely feel, but it's true."

Helper: "It's still pretty tough for you to say thank you."

Helpee: "I've gotta get out of here pretty quick, we're getting started late and I've gotta pick my wife up at four. As I was sitting out there waiting I almost left. It's only fair to tell you I may not come back. I'm really pretty sick of the government and all it's agencies. It doesn't seem like I ever get anywhere with any of them; almost like the army - hurry-up and wait; for what?"

Helper: "You're pretty irritated right now - just feel like shucking the whole damn mess."

Level II Immediacy

Definition: Level II

At this level the helper fails to identify himself as the stimulus when he is *included* by the helpee, in an indirect way, as one of the stimuli for the helpee expression.

Common Mistakes Made at this Level:

Response to helpee's feelings about the helper lacks specificity and concreteness.

Helpee: "People just don't really give a damn about other people. Lots of people have the "right" thing to say, but when it gets right down to the core of things, they really don't give a damn. I never really realized it before. It's sad but I guess it's okay. That's the way it is."

Helper: "It's dissappointing to feel like you're really on your own at a very basic level. You really can't depend on anyone when it's to the heart of things."

Response fails to communicate helper's feelings toward the helpee.

Helpee: "It's just pretty surprising to me that I'm able to stand my ground pretty often now. Not only can I do it, but it's working, it's better. Things are a lot more equitable around the office now, and they are really getting more work out of me. I *feel* better about my job. Even sometimes with people who I see as "powerful," like you, I can say, I think this is right or wrong or whatever. It's great."

Helper: "It's very pleasing to stand-up for yourself because it proves to yourself that you *are* something. You have a choice about who to be and when you are the guy you want to be - you like you."

Level III Immediacy

Definition: Level III

At this level the helper does identify himself as the stimulus for the helpee's affective response, but only in those cases where it is obvious the helper is the stimulus for the helpee's affective reaction. The helper does not relate *himself* back to the helpee in his response.

Examples:

1. **Helpee:** "It's really hard for me to express my appreciation for all you've done for me. I don't know how you could stand me at times. It doesn't really tell you the appreciation I sincerely feel, but it's there."

   Helper: "You really are appreciative of me, I can hear that."

2. **Helpee:** "I've gotta get out of here pretty quick, we're getting started late and I've gotta pick my wife up at four. As I was sitting out there waiting I almost left. It's only fair to tell you I may not come back. I'm really pretty sick of the government and all it's concerned agencies. It doesn't seem like I ever get anywhere with any of them; almost like the army - hurry-up and wait; for what?"

   Helper: "I kept you waiting and you're angry with me. You feel like just shucking me off."

Additive Immediacy

Definition: Additive Immediacy

At this level the helper identifies and reflects upon both the helpee's thinking and feeling for which he (the helper) is the stimulus and reports back to the helpee his intellectual and affective response to the helpee's report.

Examples:

1. **Helpee:** "It's really hard for me to express my appreciation for all you've done for me. I don't know how you could stand me at times. It doesn't really tell you the appreciation I sincerely feel, but it's there."

   Helper: "You really are appreciative of me, I can hear that. I can't take responsibility for what you are - good or bad - but it does make me feel really high that things are going better for you and that I played some role in it. I'm glad you shared that with me."

2. **Helper:** "I've gotta get out of here pretty quick, we're getting started late and I've gotta pick my wife up at four. As I was sitting out there waiting I almost left. It's only fair to tell you I may not come back, I'm really pretty sick of the government and all it's concerned agencies. It doesn't seem like I ever get anywhere with any of them; almost like the army - hurry-up and wait; for what?"

   Helper: "You are angry with me because you don't think I really respect you. I can't blame you for your reaction, under these circumstances, my keeping you waiting and all, that's a definite possibility. I won't waste time justifying my tardiness because we're talking about trust and that must be earned. I sincerely do hope you will give me a chance to try to help you. It's important to me to be trustworthy and to serve people where I can. I hope you'll give me that chance."

3. **Helpee:** "People just don't really give a damn about other people. Lots of people have the "right" thing to say, but when it gets right down to the core of things, they really don't give a damn. I never really realized it before. It's sad but I guess it's okay. That's the way it is."

Helper: "It's just crushing for you to feel like no one really cares for you and at a very basic level you are on your own. I must be included in your 'everybody' and I'm trying to 'get with' that right now. It doesn't seem to fit. As I look at you, I feel concern and caring. I don't want you to be alone or for you to feel that you must - I don't want to feel like that either. I'd sacrifice a lot for things not to be like that, maybe everything. I do care and am glad I do - I want you to know that.

4. **Helpee:** "It's just pretty surprising to me that I'm able to stand my ground pretty often now. Not only can I do it, but it's working, it's better. Things are a lot more equitable around the office now and they are really getting more work out of me - I *feel* better about my job. Even sometimes with people who I see as 'powerful,' like you, I can say, I think this is right or wrong or whatever. It's great."

   Helper: "You are really excited about this new feeling of power you get when you act on your beliefs. I'm feeling more energy just listening to you. Seems to me that you're being more accepting of my separateness as you become more secure in your own space. You're still putting stuff on me sometimes - like on the one hand you're saying you want to be powerful like me - and on the other hand, I sense that you're saying you want to be powerful enough to control me (as though you think you have to control or be controlled). Underneath all the confusion, I think you're coming to accept your own separateness and uniqueness and sensing more possibility of us relating as equals. We've removed a lot of barriers from between us, and right now we both seem to be groping for the next big barrier to be removed."

Summary of Immediacy of Relationship

(Fill in the blanks)

It is not likely that a helper can participate in a helpee's self-exploration without the two persons eliciting strong_____in each other toward each other.

The dimension of_____of relationship cues the helper to carry out the following operations:

1. Regularly monitor his_____toward the helpee.
2. Regularly monitor the helpee's_____toward the helper.
3. Attend to the assumptions about the helper and the helping process which can be inferred from the helpee's _____.
4. Attend to the helpee's discrepancies which are expressed through attempts to distort the helper/helpee relationship (see next section on confrontation and helpee discrepancies).
5. Communicate information from items 1, 2, 3, and 4 above in an_____and direct manner.
6. Assist the helpee to generalize what he learns in the helper/helpee relationship to other_____.

The most common mistakes to avoid in the area of immediacy of relationship are:

1. The helper does not tune in to his own _____ about the helpee.
2. The helper does not _____ the helpee's feeling about the helper.
3. The helper does not infer the helpee's assumptions and beliefs about the helper and the helping _____ from the helpee's communication.
4. The helper does not communicate his understanding of what is going on between the helper and helpee in a helpful manner.

Introduction to Confrontation

Definition:

The extent to which the helper identifies and responds to discrepancies within the client's experiencing of his phenomenological world, or put another way, inconsistencies within the helpee's information processing system.

The way that the helper confronts the helpee's discrepancies is extremely important and will be discussed in a later section. Confrontation, when effective, is one of the most powerful modes of helping. It is also, however, one of the most damaging when certain conditions are not met.

Helpee Discrepancies:

Within the helpee, discrepancies can exist between the following six pairs of elements. Examples of each type of discrepancy are provided below:

1. **Between two cognitive elements (thoughts) which are related and dissonant.**

   Example:

   A. I'm not hooked on drugs now.

   B. I have to take sleepers to sleep.

2. **Between two affective elements (feelings) which are related and dissonant.**

   Example:

   A. I resent the social services people for not doing more for me.

   B. I feel ashamed of not doing more for myself and my daughter.

3. **Between two behaviors which are related and dissonant.**

   Example:

   A. Helpee is sending messages to helper - "I'm O.K., I can cope, I'm strong."

   B. Helpee is sending messages to helper - "Ain't it awful, poor me, why do I have all the trouble."

4. **Between what the person says (thinks) and the actual, immediate feeling.**

   Example:

   A. Client says she is encouraged and hopeful about the therapy she is engaged in.

   B. Client does not sound encouraged and hopeful.

5. **Between what the person says (thinks) and what the person does.**

   Example:

   A. I want to do all the things you are suggesting which will help me live more effectively.

   B. I can't come Friday because I usually go to town with my boyfriend's mother.

6. **Between what the person feels and what the person does.**

   Example:

   Counselor: "You're not on methadone or anything like that?"

   Client: "No, I'm not that bad (laugh)."

   Client says the above, with a laugh, but obviously feels put down (feeling inferred from tone of voice).

Explanation:

All of us have conflicting or incompatible data within us. Some of this incompatible data has very little practical significance (e.g., I really believe Cadillacs are the most economical cars in the long run. I always have and always will stick with the small economy cars). Some incompatible data has very significant consequences (e.g., I want to be liked by everyone. I also want to be my own person).

The function of confrontation is to force feedback onto the helpee's information processing system sufficiently to increase the helpee's level of awareness, and then to guide this awareness through a conceptualization and internalization of the helpee's discrepancies.

The key to whether the discrepancy is significant to the helpee is whether there is a meaningful relationship between the two elements within the helpee's own construct system. If the helpee relates the two elements in some meaningful way and perceives them as discrepant, he will experience this discrepancy as anxiety. It is in this sense that anxiety is frequently a prelude to change in counseling and training. The person is "motivated" to change one of the discrepant thoughts, feelings, or actions in order to reduce the anxiety.

So called "unmotivated" (non-anxious) clients frequently display discrepancies in the way they process information, but because they evade, deny, or distort information, they prevent themselves from becoming aware of their discrepancies.

The function of confrontation is to make the helpee aware of his discrepancies and to help him resolve the discrepancies. After looking at some examples of the different levels of confrontation we will look further at how the helper goes about doing this.

Level I Confrontation

Definition: Level I

At this level the helper does not point out the discrepancy inherent in the helpee's immediate communication.

Common Mistakes Made at this Level:

Not Knowing What's Going On

Helpee: "I'm sick of all the phoniness, I refuse to play that game anymore. It's not for me and I wish to hell it weren't for any of my friends, too. I just can't stand it when they look at me like I'm crazy or something just because I don't do the conventional thing."

Helper: "It's really repulsive to you, not only for yourself, but also for those you care for."

Level II Confrontation

Definition: Level II

At this level the helper seems to recognize the elements of the inconsistent data but fail to label the discrepancy or responds in an indirect manner.

Common Mistakes Made at this Level:

Knowing What's Going On, But Not Saying So

Helpee: "I'm sick of all the phoniness, I refuse to play the game anymore. It's not for me and I wish to hell it weren't for my friends, too. I just can't stand it when they look at me like I'm crazy or something just because I don't do the conventional thing."

Helper: "You are fed up with being phony, you just can't live with yourself like that anymore. And at the same time your friends' opinion of you is very important, it hurts terribly when they don't approve of you."

Asking Questions Which Imply a Helpee Discrepancy

Helper: "-----, uh, Mary Ann, do you, since you've gone to college and had a little difficulty, do you plan to stay on the same vocational objective, or do you think you'd better change to something else?"

Helpee: "Oh, uh, I was thinking about changing to, just to general business, ah, to business, where I could get a job as a secretary, or something. My major, when I was going to college, was accounting."

Helper: "Who is your family doctor?"

Note:

The Helper is aware of the discrepancy between the helpee's description of her academic skills (which is collaborated by low test scores and failing grades) and her intention to continue college. The confrontation, communicated in this form, however, only seemed to increase the helpee's defensiveness. At this point the helper abandoned the helpee by abruptly changing the topic.

Level III Confrontation

Definition: Level III

At this level the helper reflects on the basic elements of the inconsistent data and also defines the data as being inconsistent. Helper's response permits and encourages further helpee self-exploration, but does not take the initiative in pursuing the underlying source of the discrepancy.

Example:

> **Helpee:** "I'm sick of all the phoniness, I refuse to play that game anymore. It's not for me and I wish to hell it weren't for my friends, too. I just can't stand it when they look at me like I'm crazy or something just because I don't do the "conventional thing."
>
> **Helper:** "You are fed up with being phony, you just can't live with yourself like that anymore. . . .and at the same time your friends' opinion of you is very important, it hurts terribly when they don't approve of your behavior. It's almost like wanting to have your cake and eat it too - you want both but it's not possible."

Note:

On the dimension of confrontation, there probably are not very many incidents where the counselor is obligated (job description) to go much beyond an interchangeable level. Beyond this, confrontation becomes a matter of personal choice.

Additive Confrontation

Definition: Additive Confrontation

At this level the helper reflects on the basic elements of the inconsistent data, defines the data elements as being inconsistent, and takes the initiative in pursuing the underlying source of the discrepancy.

The quality of a confrontation can only be evaluated on the basis of its results. If the confrontation is followed by an increase in the rate and/or intensity of helpee self-exploration, then it was effective or additive. Effective confrontation occurs within the context of a human encounter and as such is a spontaneous and creative endeavor. There are, however, some basic principles to follow which increase the probability of being helpful and reduce the probability of being damaging to the helpee.

1. Confrontation is to be preceded and followed by empathic responses at the interchangeable level.
2. Confrontation is a personal transaction and as such is an expression of the helper's personal involvement in the helpee's life. In this regard, confrontation transcends considerations of status-roles, rights, and obligations. An effective confrontation adds depth, breadth, or clarity to the helpee's immediate system of personal meanings. When this occurs the helpee experiences this increased awareness directly (an "aha" experience). Therefore, the helpee is the final authority of what is an effective confrontation.
3. Confrontations frequently bring the helpee into sharper contact with information he has been trying to avoid. In this respect confrontations may be experienced by the helpee as noxious. In order to maintain a positive relationship, the helper will need to make at least three times as many positively reinforcing responses (interchangeable) as confronting ones.

The following helper/helpee interchanges illustrate confrontation directed to each of the six types of helpee discrepancies. In each case you are to assume that the helper has already established an empathic and understanding relationship.

Discrepancy Between Two Thoughts:

Helpee: "I could have gone out with John, but I'm just not going to have anything else to do with longhairs. Every time I've gotten in trouble there's been some long-haired freak involved. If I have anything to do with guys from now on they gotta be nice."

Helper: "I can see that you have some very strong feelings about guys with long hair - and yet my hair is fairly long, and I don't feel that you are hostile toward me. In fact, I recall you saying the last time we talked that you chose to see me rather than one of the other counselors because I looked more like your friends. What I pick up is that you feel so miserable and disgusted with yourself right now that you need someone else to get down on so as to get away from yourself. Let's go with your feelings for awhile. See if you can locate where in your body you feel miserable."

Discrepancy Between Two Feelings:

Helpee: "I'm sick of all the phoniness, I refuse to play that game anymore. It's not for me and I wish to hell it weren't for my friends, too. I just can't stand it when they look at me like I'm crazy or something just because I don't do the conventional thing."

Helper: "You're very angry at your friends and at the same time you feel very dependent upon them for approval. This kind of conflict makes it hard for you to really be yourself and go with whatever feeling is the stronger at a given time. You seem to be demanding on the one hand permission from your friends to do your own thing, and at the same time demanding a blank check approval for whatever you decide to do.

Maybe we can zero in on whatever feeling you're aware of right now and explore that."

Discrepancy Between Two Actions:

Helpee: "I don't know about this counseling stuff. . . .(giggles and partially covers mouth with hand). My friend says I just come because I have a crush on you (hard to understand because of nervous laughter and covering mouth). I want you to help me, but I never know what to say when I'm here."

Helper: "You get real nervous when you try to sort out the different kinds of feelings you have toward me. You'd like to be able to talk more openly about what you've got going on but it's not easy. Whenever one part of you - your mouth - tries to talk to me, another part of you - your hand - stops you from doing so. If you could give your hand a voice, and it could tell you why it's trying to shut you up, what would your hand say?"

Discrepancy Between Thoughts And Feelings:

Helpee: "I guess I'll just go stay with my brother for a while. It's just a question of time anyway. No one who leaves here stays out long - why hassle it?"

Helper: "You seem to be trying real hard not to have any feelings about what's happening with you right now. You are pretty hopeless about being able to make it on the outside. I think you can see where there are some possibilities, but the thought of letting yourself want something and then taking a chance of failing again is just too much."

Discrepancy Between Thought And Action:

Helpee: "I was refused by the parole board this morning. No big thorn though, all in all I'd about as soon be here as out. I'm doing pretty good time."

Helper: "You're telling me, it doesn't make any difference but your disappointment shows all over. You break your ass every six months getting through all the red tape to submit your parole application, and then you tell me it doesn't matter. I have trouble putting those two things together."

Discrepancy Between Feeling And Action:

Helpee: "If I ever get through this program, it won't be because of any help from him (instructor). He's like the woman in the cafeteria. She saw me coming this morning and closed the line right in my face. I still had two minutes according to my watch."

Helper: "John, the words I hear you saying add up to 'I'm angry because everybody is on my case,' but you're smiling all the time you're saying this. Seems to me that you feel really hurt because you keep wanting a stroke from somebody and all you get is put-downs. It's as though you're wearing a big sign that says 'kick me,' but that you're not aware of having the sign."

Summary of Confrontation
(Fill in the blanks)

Confrontation is a process of providing _____ to the helpee about how he is _____ information. Specifically, confrontation points out in a straight forward and empathic manner, and in a concrete and _____ context, the discrepancies in the helpee's _____ processing.

Discrepancies may exist between any two _____, _____, or actions which are related but discrepant, or between any thought and feeling, thought and action, or feeling and _____ which are related and discrepant.

Additive confrontation is an expression of the helper's _____ involvement in the helpee's life, and as such, carries with it a great deal of _____ responsibility for the results of such confrontation.

Helpee's will more likely attend to and resolve their discrepancies when the confrontation is preceded and followed by _____ responses at an _____ level.

The most common mistakes with confrontation are:

1. Failure to attend to and understand how the helpee is avoiding and/or _____ relevant information.
2. Failure to communicate the helpee's _____ back to the helpee.
3. Confronting in a punitive or indirect (non-facilitative) manner.

The Most Common Mistake Helpers Make

You have learned that asking questions is one of the less helpful ways of communicating. You have learned how to respond in different and more helpful ways. After listening to hundreds of recorded interviews, it is obvious, to us, that most rehabilitation counselors use interrogation more than any other response style.

To the extent that these two factors are true (effective helpers do not interrogate their helpees), you ask more questions than you need to ask. This could be expected to arouse some dissonance in you. You probably asked a lot of questions in your typical (pre-training) counseling behavior.

Try to determine, at this point, whether you are most interested in discrediting the propositions about interrogation or in continuing the changes you started in training which will allow you to avoid interrogation if you should decide.

Asking questions is frequently a devious and indirect means of confrontation and generally occurs in a context which is lacking in Empathy. Research clearly shows that confrontation without Empathy is destructive (Berenson & Mitchell, 1974).

It is not just the grammatical structure of the response which determines whether or not the helper response is interrogative, but rather how the helpee interprets the response. The helper may inflect his voice at the end of a statement and make it a question (You really feel hurt?). Conversely, the helper response may be in the grammatical form of a question and be interpreted as giving direction or suggestion (Would you go more into what you did when Sal took your car and left?).

The kind of experiences vocational rehabilitation clients have had with interrogation have been acquired from irate (and frequently hostile) parents, school teachers, police, and other agents of "Justice." Interrogation is a mode of communication designed to protect the interrogator from showing himself and to catch the recipient in a lie or contradiction.

Asking questions is a mode of responding which is always from the frame of reference of the interrogator and can thus only serve his immediate goals - not the client's.

It is not just that asking questions is an ineffective means of helping. Other modes of responding such as reflecting feeling and meaning allow the counselor to get more relevant information, develop a more growth provoking relationship, and influence the client in more positive ways. Many counselors and therapists, whose major mode of responding is interrogation, aren't just ineffective - but are actually destructive. Many questions, as the following excerpts will demonstrate, can best be understood as confrontations communicated in a devious and indirect way and in the absence of Empathy. The counselor is frequently so out of touch with what is going on with himself or the client that he is unaware of the destructive consequences of his response. The existential (immediate) purpose that most question asking serves in a counseling interview is to provide a facade of words behind which the counselor can hide. The counselor doesn't have to be *present* as a person so long as he keeps asking the client questions. He can control without seeming to control and he can punish without seeming to punish. In fact, the question asking counselor who *says* to the client that he is not going to control, judge, or punish him sets up the kind of "double-bind" communication system that Bateson and others (1956) have shown to be effective in producing schizophrenia.

In the following counselor/client excerpts, notice the context in which the questions occur as well as the content of the questions. This will provide some indication of what purpose "question asking" may be serving for the helper. The statements are the *authors'* judgements as to what the counselor is actually communicating. Each excerpt contains several counselor/client exchanges.

As you read each of the following excerpts, try to put yourself in the place of the client. Try to think of situations in which you ask questions which really make statements.

Client:

Crofton. This construction superintendent, well I was helping a construction superintendent on a 425 million dollar job and I noticed how they read the plans. They put one plan on top of the other in a glass type desk, and then they check the plan to see if there's any conflicting plates or a layer conflicting with the rods and that they don't conflict with anything else. They get all four plans right on top of one another. Still at the same time this construction superintendent - this man - he was a big Frenchman - a big husky fellow - everyone seemed to hate him, but I got along real good with him. He was awfully rough voiced. And he kind of took a liking to me. So I learned quite a bit about construction work - heavy construction plans. What we call rough construction because it's pertaining to cement pouring.

Counselor:

Let me ask this: where would you think you have to go to find a job like that?

I don't think you can get a job like that!

Client:

Well, I think that in the time to come we're going to have quite a bit of construction right here. We're going to need roads, big buildings, supermarkets, uh, and even right here we have one that we are doing for over a million dollars. And the way the colleges have been expanding in the last few years, there's a need for construction.

Counselor:

Well the thing about it though is how will you go about getting a job like this? I mean. . .

I just can't believe you could be a construction superintendent.

Client:

I've been in the union since 1942, and I was out again for a while, and I was in the service, and I joined again in 1955. I've also been thinking about trying to get in this wiring union. Electricians are going to get, in a couple of years up to $10 and hour. So why be educated? I can wire a house just as good as any of them right now. The only thing is I haven't got the license.

Counselor:

Yeah, what about physically?

I don't think you can handle being an electrician because of your physical condition.

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Client:

I don't think it would bother me physically. Overhead work or anything like that, I couldn't do. Of course, they got electric benders with one inch pipes. That's all figured out, and there's really nothing to it. You just carry a card and just set the plates in the machine, see.

Counselor:

Uh, right now you are getting $160 a month from the Welfare Department (?)

You sound like you could do anything but I don't see you doing anything except living off of welfare!

* * * * *

Client:

Some people are not likeable to me, and I don't think I'd give them a fair chance to start with. Know what I mean?

Counselor:

Yeah. I'm glad you used the words "fair chance."

Client:

Like one black mark against them already 'cause they look like they wear their pants like their mother told them to. And such fellows like this, they're a disgrace to the male race, as I see 'em.

Counselor:

How do you wear your pants, like your mother told you to?

I'll bet you wear your pants the way your mother told you to.

Client:

Way up around your chest.

Counselor:

This is something I haven't heard before.

Client:

I've never tried selling anything before, but I reckon I've got the personality to meet people, so I think I might be able to sell cars.

Counselor:

Well, I'm sure you can, Wayne. I don't have any doubt about that. Now, we'll pay for your tuition, your cost of your books and supplies, and your drafting tools will remain the Agency's until you graduate. And at that time, we'll probably sign them over to you so you can keep them. We usually do, but - well, I started to give you some . . . but you're not going to need it. On that point, are there any more questions - except that you're rarin' to go?

I've taken care of everything - so if you don't make it - it's not my fault.

Client:

I am, I'm rarin' to go. I've been out of school now since, I guess it's been '65, '64, '65. There's going to be a change of habit, but I believe I can adjust back to it, and I know I can make the grades.

Counselor:

What did you say you weighed now, Wayne?

I think you're a fat slob and not worth much.

Client:

I think I weigh about 270.

Counselor:

Two-seventy.

Client:

This would be within a pound or two either way.

Counselor:

Now, Wayne, this would be a very important thing for you in losing weight. I want to really, you know, encourage you to set your sight upon a realistic goal and go down to it, whatever it is, 210, or . . .

Client:

Two hundred is what I think I should weigh. When I get down there, I may feel like I should go on down. That's a hundred pounds from what I started. I started weighing 301 out there at the doctor's, and he said if I get down around 200, that I'll be in fairly good condition. Of course, I'm not big-boned, but I'm built broad, and I can carry two hundred pounds. I feel real good at 200 pounds, once I get down there. I haven't been working out as heavily on the weights and so forth, so I know I don't have the muscle I used to, so I may go on down to a hundred-ninety or a hundred-eighty, I don't know, before I really get back to where I look good again and feel good too.

Counselor:

Of course, Wayne, you know there's no cure for obesity, and by that I mean it's a life-time fight with a person who's bothered with it. You'll have to keep presence of mind that this is a problem that can get away from you at any time, sort of like an alcoholic, you know, and at least there's no solving of that problem. Today, if a person has will-power and the medication, usually he can knock it off, but still, any lapse of that mental desire and you go right back up a hundred pounds - as you've already experienced. Well, I feel that you can slowly knock this weight off. I'm interested in it for you for several reasons. First, personally, you'll look better and you'll feel better; and second, which is almost as important, is for your vocational advancement. It would be much better for you to walk into an employer's office weighing 200 pounds as opposed to 301 pounds. I have several clients now that are well-trained, and we can't get them jobs because they did not lose their weight. They played around with it and still have their weight. They graduated, and now the employers are pushing them off for several reasons. They say, "Oh, I'm sorry. You're too big and the insurance won't carry you." And maybe this is true, you know.

* * * * *

Counselor:

-----, uh, Mary Ann, do you, since you've gone to college and had a little difficulty, do you plan to stay on the same vocational objective, or do you think you'd better change to something else?

I don't think you can make it in college.

Client:

Oh, uh, I was thinking about changing to, just to general business, ah, to business, where I could get a job as a secretary, or something. My major, when I was going to college, was accounting.

Counselor:

Who is your family doctor?

Well, I think you should forget the college bit!

* * * * *

Counselor:

We'll write to Mr. Harris again then, uh, figure out a place for you to stay until, uh, he does find a good place in a home there for you to work for your board and room. All right, now, uh, do you realize what it means to go away from home and what you'll need to take?

We're busy arranging your life for you - be sure you don't screw it up!

Client:

Uh-huh.

Counselor:

So, you be getting ready to get your clothes together and tooth-brush and things you'll need. I'll write to Mr. Harris again, and we'll, uh, try to get everything all set so that you can get in and study as quick as you get up there.

Client:

OK.

Counselor:

Have a good, real nice place for you to stay. What else do you have to say at this time?

I think you ought to show more gratitude for all the good things I'm doing for you.

Client:

Ummmmm, kinda scared.

Counselor:

Do you think that after you get up there that you will really give this all you got and put out so that you can make good grades? And. . .

Client:

I'm sure of that.

Counselor:

. . . be someone that we can really be proud of?

I don't really think you're going to make it, but I tried.

* * * * *

Client:

Well, my old friends would look down on me, and among my husband's friends I didn't feel that way.

Counselor:

I see. Felt more equal?

Client:

Yeah. There was more in common.

Counselor:

Is that because they are taking dope too or not? Were they taking it?

Client:

Well, not all of them were, but then the ones that weren't they would understand more because they were around it a lot.

Counselor:

I see. So you think that this helps you or not - associating with his old friends after he died?

I think you shouldn't asociate with you husband's friends because they are probably part of the cause of your problems.

Client:

No.

Counselor:

It didn't?

Client:

Mmm-huh.

Counselor:

What were the out . . . ?

Client:

I mean not a - not - now, that I realize the outcome of all that. Since then I've been in trouble, you know, ever since then, yeah.

To The Helper

The skills and concepts you have learned from this program are basic for:

Helping another person conceptualize his or her ongoing experience - feeling, thinking, and acting.

Helping another person conceptually locate themselves in each of the following ecological support systems: physical, intrapersonal, interpersonal, economic, technological, and ideological.

Helping another person formulate experience based (integrated rather than introjected) goals.

Helping another person discover, create, and test a variety of personal, interpersonal, and vocational growth strategies.

Helping another person improve intrapersonal, interpersonal, and community integration (communication).

The program also helps you improve your own functioning in the above areas and provides a methodology for you to train others in these basic helping/communication skills. We hope that you will train your clients, their significant others, and everyone else who has contact with your clients.

Additional resources for helping your clients achieve understanding and constructive action are available from the Arkansas Rehabilitation Research and Training Center:

Personal Achievement Skills Training:
A structured group counseling/training experience which emphasizes individual value clarification, goal setting, goal achievement, and monitoring exercises. The package includes: Trainer's Manual, Participant's Workbook, and a didactic/experiential workshop to train users.

A Set of Systematic Training Units to Increase or Decrease Selected Client Behaviors:
Utilizing the concept of training as a major mode of treatment, the units focus on basic coping skills which rehabilitation clients need to improve on or eliminate fears which retard the person's rehabilitation (in preparation).

Handbook of Behavioral Management in Rehabilitation:
A source book on how to apply behavior management techniques to specific client problems frequently found among rehabilitation clients.

For further information contact:

Director of Training
Arkansas Rehabilitation Research and Training Center
Hot Springs Rehabilitation Center
Hot Springs, Arkansas 71901

A Final Word

Traditional ways of helping have not been effective for building a better community. It seems to us that there is less real community (more alienation) to be found today than fifty years ago before the advent of all the specialized human service professionals.

We believe that the process of helping must take into account both the experiencing of the helpee and the behavior of the helpee. In order to do this, the helper must be aware of his own experiencing and his own behavior.

When helping is limited to doing things to people, it is de-humanizing and therefore adds to the problem since true helping is humanizing - for the helpee and helper.

Growing, like an explosive orgasm, is both exquisitely pleasurable and exquisitely painful. Allowing yourself to be completely in the experience of the moment is facilitative for both.

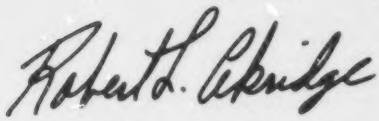
The ability to process all the potential feelings inherent in a given situation operates as a constraint on our ability to conceptualize and think about all of the important elements in that situation. Our ability to think about the important elements in a given situation operates as a constraint on our ability to act constructively in our own best interest.

We appreciate you. We appreciate you when you feel discouraged and exhausted, and find it necessary to protect yourself. We also have times when protecting ourselves from hurt, or anger, or fear is more pressing than anything else. We all need a safe place to grow from because growing isn't safe.

We appreciate you when you transcend your fear and seek ways to grow. We appreciate you when you form a liaison with us and work toward common goals, and we also appreciate you when you say, "No - I'm going to a different place, or I'm going to the same place in a different way."

We would like to hear from you - whatever your message is.

Interpersonal Skills Training Project
Arkansas Rehabilitation Research
and Training Center
Hot Springs Rehabilitation Center
Hot Springs, Arkansas 71901



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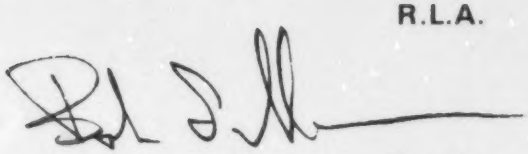

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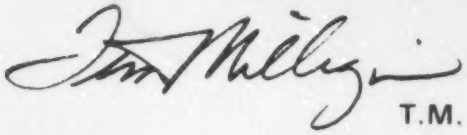

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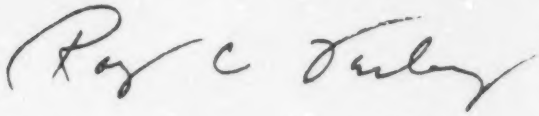

R.C.F.

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